

Reading and Writing 5

In this part of the test, students will:

- identify different types of structural words.
- use structural words to complete a gapped text.

Examples of structural words:

conjunction: a word such as 'and', 'but', 'while' or 'although' that connects words, phrases and clauses in a sentence

preposition: in grammar, a word which is used before a noun, a noun phrase or a pronoun, connecting it to another word

pronoun: a word which is used instead of a noun or a noun phrase

Pronouns are often used to refer to a noun that has already been mentioned.

determiners: in grammar, a word which is used before a noun to show which particular example of the noun you are referring to

verb: a word or phrase that describes an action, condition or experience

The distinction between function / structure words and content / lexical words proposed by C. C. Fries in 1952 has been highly influential in the grammar used in second language acquisition and English language teaching. Function words (also called functors) are words that have little lexical meaning or have ambiguous meaning, and they express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker. They signal the structural relationships that words have to one another and are the glue that holds sentences together. Thus, they serve as important elements to the structures of sentences.

For more information visit:

<https://www.thoughtco.com/function-word-grammar-1690876>

Previous Preparation

- Write on small cards structural words for students to categorise them – game-like activity.

Start

- Write on the board:

Guess where I am!!!

- Mime some activities that people do in the places selected.
- Every time students guess the place, write the word on the board and ask students to call out words related to the place – 5 – 6 words.

Teens A2 Ideas

During

- Divide the class into small groups – ask students to talk to their friends about the last time they went to / were in the places mentioned.
- Draw five columns on the board and write the following headings:

verbs	conjunctions	prepositions	pronouns	determiners
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- Ask students to look at the words they called out and make the question: Which column would you put each word in?
- Give students 5 minutes to think about it. Then compare answers.
- Ask students if they know what the words are / mean / are used for.
- If necessary - you can give a brief explanation of what they are – use the information on the first page.
- Competition – divide the class into small groups (depending on the number of cards you have prepared).
- Tell students that they are going to be given a set of cards with words written on them – the words must be categorised.
- Write some (gapped) sentences on the board and ask students to think of what type of words are needed to complete them.
- Ask students to take a look at the gapped text on page 16 – check what it is about.
- Explain to students that it is necessary that they pay close attention to the word that is before and to the one after the gap.
- By doing so, it is easier to identify what (type of) word is needed.

Ex.

ADELE

Adele **was** born in North London, England, **on** May 5.

These two words work together **be born**. It is about the past so **be born** becomes **was born**. There is a month and a number so **on** must be used.

- Ask students to circle the words they can use to work out the link / connection.
- Walk students through choosing a word for question 1 – ask students to explain why the other two words can't be used for connecting the idea.
- Pair work – give students some time to complete the activity – check answers with the whole class.

Teens A2 Ideas

Finish

- Talk to students about the importance of understanding structural relationships.
- Ask students to make a list (poster) of structural words:
 - a) There must be headings
 - b) 8 – 10 words in each category
 - c) Include example sentences